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BOOK REVIEWS

Grundfragen der Schulorganisation. By GEORG KERSCHENSTEINER. Leipzig: B. G. Teubner, 1907. Pp. 296. \$0.80 (paper).

Volksschule und Lehrerbildung in den Vereinigten Staaten. By FRANZ KUYPERS. Leipzig: B. G. Teubner, 1907. Pp. 146.

These books are announced as a part of the movement toward reform in school instruction. They stand out significantly in the mass of educational material published in German during the past year. The authors are leaders in that department of German schools which at present has most significance for Americans, the continuation school or *Fortbildungsschule* movement. Dr. Kerschesteiner is at Munich, Dr. Kuypers at Cologne (formerly at Düsseldorf); the former has been in his city for a number of years, the latter is just beginning a new work; one stands for the workshop and technical instruction of apprentices in the school, the other for leaving more of that side to the masters in the trades.

The first book contains ten addresses dealing with elementary, continuation, and secondary education; the training of teachers, vocational and general education, military service, and productive labor. It marks a decided advance in appreciation of the higher responsibility of the state and community for meeting the educational needs of all its members on a basis of self-activity and co-operation. The fifty pages of notes at the back contain much valuable material; unfortunately there is no index.

The second book is the result of a brief but well-organized visit to America at the time of the St. Louis exposition. It is remarkable how much was seen and how wisely it was judged. A careful reading of the book brought to light very few errors and for several of those the author was able to show his American authorities. There is a well-selected bibliography; the illustrations are excellent; the material is so organized that it can easily be got at but there is no index.

He begins with the kindergarten and passes on to elementary, manual training and normal schools. The selection is naturally with reference to those phases of constructive work from which he thinks that German schools can learn from American. Self-government, the race question, truant schools, the course of study, methods, equipment—all these and many other subjects are concretely stated with side references to German conditions. He is appreciative but does not spare the tendencies toward superficiality and haste too often found. One wishes that he had given us a chapter on secondary schools, for it is evident that from his point of view we should not have come off from such a discussion without a scoring.

Both works are well written with reasonably modern German constructions. It is strange that books of this kind are not used more in our German courses in the training of teachers. The one by Dr. Kuypers is especially well adapted

to this use, as are many others of the valuable series to which it belongs, "*aus Natur und Geisteswelt*." Our secondary-school courses and reference libraries would also profit by better acquaintance with this series.

FRANK A. MANNY

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Specimens of Modern English Literary Criticism. Chosen and edited by WILLIAM T. BREWSTER. New York: Macmillan, 1907. Pp. xxxiii+379. \$1.00.

The fifteen essays in this book are Stephen's "Wood's Halfpence," Masson's "DeQuincey's Writings," Johnson's "The Metaphysical Poets," Macaulay's "Montgomery's Poems," Bagehot's "Dickens," Pater's "Wordsworth," Robertson's "Poe," Dryden's "Preface to the Fables," Harrison's "Ruskin as a Master of Prose," Lamb's "Tragedies of Shakespeare," James's "The Art of Fiction," Poe's "Philosophy of Composition," Arnold's "Study of Poetry," Coleridge's "On Poetry and Poetic Poem," and Shelley's "Defense of Poetry." Two features of the selections are at once apparent: the variety and the arrangement. No reader of the volume can possibly find fault with Professor Brewster's varied list, but every reader will ask for an explanation of the arrangement. This is explained in the Preface. "In arrangement," says the editor, "the essays proceed from the simplest, most matter of fact and most easily demonstrable to the more general, more abstract, and less easily provable." Hence, in reading this book, we pass from essays on particular men to essays on special topics, and essays on literary art and morality. This arrangement is, consequently, of much value to the novice in the study of literary criticism. Instead of the usual method—the historical, which is of little pedagogical value—we get a list of the masterpieces of literary criticism which pass from the merely personal or historical to the analytical or scientific, to the more indefinitely personal opinion, and the still more philosophical or metaphysical appreciation. Such a method should appeal to those who are interested in criticism as a branch of work in college composition. In this respect Professor Brewster's book is of more value than those books of similar selections which are manufactured for the purpose of treating the historical development of literary criticism or those which are made with shears and paste to illustrate the peculiarities of critics of diverse minds and schools. Professor Brewster has done well, too, in giving his selections without abridgment, and in making his notes and questions analytical rather than explanatory of the text. Criticism is, when taken in its highest sense, a fine intellectual discipline, based upon the finest discriminations, and grounded in the methods of subtle exposition and argumentation. Professor Brewster has recognized this high calling of the art of literary criticism and has embodied his ideas in his very able introduction and in his scholarly notes. To adapt a well-known dictum—by Augustine Birrill, we believe—a man may talk like a gentleman and a scholar for a year on the material gathered from this book.

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